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ABSTRACT

Several things should be taken into account when establishing an internship program in speech communication at the college level. Internships begin by being either agency generated or student generated. Objectives of the program include understanding, developing, and applying communication skills necessary for effective performance within an organizational setting. Interns, either speech majors or minors, should be juniors, seniors, or graduate students with an excellent academic record. Other issues to be considered are whether the position should be a paid one, how many credit hours should be allowed, the number of hours a week and the number of weeks the intern should work, prerequisites, and whether grades should be given. An on-site supervisor should be responsible for assigning the intern tasks and evaluating the intern periodically. The interns should assess their own progress, send in work samples, and keep a daily copy of their activities. Other matters to be considered are assigning a course number, determining the number of internship hours to be applied toward graduation, deciding whether a student's job can result in intern credit, and creating a list of placement possibilities. (Appended are a list of references, a description of the internship position, a form to use in conducting a personal interview with the intern, a list of things for the intern supervisor to remember, instructions for a required internship notebook, sample journal entries, a final report, a professional evaluation of the student intern, a self-evaluation form for the intern, and a letter to intern supervisors.) (EL)

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Coordinating the Internship Program: The Ins and Outs of Directing Interns

by

Gail E. Mason, Ph.D.

Central Michigan University

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Paper presented at the Central States Speech Association Convention, Indianapolis, Indiana, April 4-6, 1985.

CS 504 919

INTRODUCTION

In the past several years, speech communication departments in colleges and universities across the country have made the effort to institute internships or some type of experiential learning situation for undergraduate majors and minors. The fact that the experience in application has many different identities across the country is indicative of the diverse nature of the program.

Little is known, however, about internships in speech communication. There is a paucity of research in our area. Downs and Larimer (1974) surveyed speech communication departments and found 24 universities that allowed students to participate in internships. Over half of the programs had been in operation a year or less and only one university had a program that had been in operation for more than four years.

Another article published in 1974 (Wolvin and Jamieson) explores the development of internship program for speech students. They cite the need for internships, suggesting that the decline in the number of teaching positions points to the need of students to "be prepared to enter non-academic positions" (p.4). They define the internship and discuss many of the variables related to developing the internship program.

Downs, Harper, and Hunt (1976) suggest that the benefits of participating in an internship program include increasing the "preparedness of the graduate for a profession," giving students an advantage when searching for a job after graduation, and at the graduate level, "the internship can be valuable for genera-

ting research" (pp. 276-277). The article also describes the benefits to the organization and the benefit to the university. Downs, et al. (1976) present an overview of the 1974 survey of 23 universities. They describe characteristics of internships as well as problems and procedures associated with the program. They also present the views of 42 interns from three universities.

Hyre and Owens (1984) describe the process they went through in establishing an internship program at Youngstown State University. Included in their presentation are the various policies and procedures established. They discuss the length of internships, student hours in the workplace, academic credit, remuneration, selection, and student requirements. The feedback they have received from both students and the agencies that allowed interns has been positive. They note that former interns are an "excellent pool from which to select new employees" (p. 376). Additionally, agencies report that students bring in a fresh perspective that can be helpful to that organization.

Internships differ in philosophy, structure, supervision, departmental and institutional support. The purpose of this paper will be to present one perspective on developing an internship program. This paper is intended for use by individuals who are in the process of establishing an internship program or who are thinking about instituting some kind of program at the university or college level. It is suggested that an individual interested in establishing an internship program also note the sources at the end of the paper. The few articles described here briefly can provide a different perspective, although there is some overlap

among programs. Recently, Hellweg and Flacione (1985) have published a book designed for the student who participates in an internship program. Internship coordinators might want to peruse this resource.

Starting Up

The internship coordinator position, in some instances, is shared among faculty members who receive no additional release time. In other cases, a faculty member is hired or assumes the coordinator position. Generally, the faculty member in the latter instance teaches in the department and receives release time for the intern program.

Internships are generally established in one of two ways. An agency generated internship evolves frequently with the help of the coordinator. Through mailings, the coordinator can develop a file containing a list of agencies that have indicated interest. Programs which have operated for years are likely to have a sizeable file. The Chamber of Commerce will be happy to help supply a list of area businessmen and women. Additionally, the local newspaper is a rich source for off-campus locations. For new programs, developing such a file may be the primary concern for coordinators.

The student generated internships place more burden on the student to search for an appropriate experience. In this situation, the student must show initiative and responsibility in making his/her own contacts with various agencies. In the Broadcasting and Cinematic Arts Department at Central Michigan University, this is the case. The student is completely on

his/her own in finding an internship. It is also possible that the student will find a part-time or full-time job that lends itself to internship credit. These circumstances, however, must be carefully scrutinized by the coordinator. It is important to be assured that the job will lend itself to a meaningful communication experience.

Stating Objectives

In developing the internship program, the first issue to consider involves stating objectives related to the goals of the internship. The coordinator's or department's philosophy on experiential learning will probably guide the development of the various policies and procedures. From program to program, there is disagreement as to what the experience should provide students, and what responsibilities students, coordinators, and supervisors should fulfill. The Department of Speech Communication and Dramatic Arts at Central Michigan University is committed to the belief that experiences which take the student outside the traditional confines of the classroom are desirable additions to the education of our students. To that extent, our program is designed to meet the following objectives:

(1) to apply the student's knowledge of speech communication to tasks found within an organizational setting,

(2) to gain understanding of the communication skills necessary for effective performance within an organizational setting,

(3) to develop necessary communication skills, and

(4) to gain insight into a specific organization; learn how

communication functions, what role communication plays in that organization, and what necessary skills are apparent for successful communication.

Requirements

While the program at CMU is committed to the idea of experiential learning, the program is not open to all students. All interns must be juniors, seniors, or graduate students who can demonstrate an excellent academic record. Only majors/minors within our department are allowed to earn intern credit. They must have proof that they have already signed a major/minor. This makes the number of potential interns a manageable one, and reduces the possibility for students trying to get internship credit by saying, "Well, I was thinking of becoming a speech major."

The intern coordinator screens each candidate, and at the request of the agency supervisor, will require an interview at the specific agency. It is important that the agency feel as though they are part of the procedure. It is possible to feel uneasy about the student's academic performance, but because of recommendations, the student can be sent to an agency for an interview.

The screening procedure requires that each student fill out an application asking for specific biographic data, area of concentration, coursework completed, strengths, weaknesses, restrictions related to his/her participation, and the name of a faculty member who would be willing to recommend him/her. Such an application form can be beneficial regardless of how the in-

ternship is generated. Further, perusal of the application form, can aid in determining if the student has had sufficient coursework or appropriate courses for a specific internship.

POLICIES

Once the goals have been established, several other issues need to be considered, including whether the position should be paid or not, how many credit hours should be allowed, the number of hours a week and weeks a semester the intern should work, prerequisites, and whether grades should be given.

The Issue of Money

At CMU, it is up to each agency to state whether the intern will be compensated financially. Some interns are placed in organizations that could be considered strictly for-profit whereas others will be working for not-for-profit agencies. In the latter situation, the intern will be volunteering his/her time. Financial compensation is not an issue at CMU since the primary goal for students involves a learning experience. The question of financial compensation also relates to what other responsibilities the intern has during the given semester, and whether the intern must commute or relocate.

The Work Week

The number of hours a week and weeks a semester that the student devotes to his/her internship can also vary. One system suggests that the number of hours per week spent as an intern be equitable with the number of hours demanded of an on-

campus course. This suggests that for every hour in the classroom, students should study two additional hours. A student would put in nine hours of work a week for each three hour course. Over 15 weeks, this demands 135 hours.
At CMU, an intern desiring three hours credit must work 10 hours per week for 15 weeks. A 12 hour internship involves a 40-hour work week.

Once again, the philosophy of the department may influence the amount of work. In the Broadcasting and Cinematic Arts Department at CMU, an intern must work 40 hours/week for 15 weeks in order to receive six hours credit. Another variation involves an internship that is 12 weeks in duration, and leaves the final three weeks for the intern to prepare an indepth final paper.

Prerequisites

Prerequisites must be explictly stated. For those who believe that the internship can aid in determining career choices, it might be helpful to place students during their first year or two in college. If the internship is designed to provide the capstone to the student's education, it might be wiser to wait until the final few semesters. Additionally, the knowledge or skills expected of the intern will influence the time of placement.

Grades

The decision to assign a letter grade or pass/fail is a complicated one. On one hand, students who work very diligently are, to some extent, deserving of special recognition. Being

able to tell potential employers that he/she did "A" work at some agency might prove useful when applying for jobs. However, unless there is structured evaluation and an explicit statement of duties, it is difficult to evaluate the student's progress. One criticism of the graded internship is the fact that some become "easy A's."

The pass/fail option can take away some of the stress of evaluation from both supervisor and intern coordinator as well as deter those students who see the internship as a manner in which to bolster a sagging grade point average. However, it is possible that the agency may suffer if the student lacks motivation because of the absence of rigorous grading criteria. In any event, the coordinator can weigh the pros and cons of each system and incorporate an evaluation procedure that aims at minimizing the weaknesses of the chosen option.

Supervision

Supervision can be a problem. Out-of-state internships make it generally impossible for the coordinator to make an on-site visit. However, the on-site visit serves several purposes. First, it allows the opportunity to see the intern in his/her work environment. This enables the intern to display some of his/her newly acquired expertise. The coordinator can also observe the intern's social and work interactions aw well as meet with the interns' on-site supervisor to check on the intern's progress and to identify any problems. Finally, it gives the opportunity to assess the appropriateness of the particular agency.

It is important that the on-site visits don't infringe too

much on the supervisor's time. An effort should be made to talk with the supervisor and the intern. Durin one visit, the coordinator might want to schedule three meetings, one with the supervisor, one with the intern, and one with both individuals.

In any event, an on-site supervisor should be identified. This person is responsible for assigning the intern tasks and evaluating the intern periodically. The intern should also assess his/her own progress, send in work samples, and keep a daily log of his/her activities.

Establishing the Internship as a Course

Once the internship has been established in terms of policies and procedures, there are other matters that need to be considered. Any new unversity program cannot be established overnight. If the program is small and will remain small, it is possible that the intern can work out some plan with his/her adviser in which he/she substitutes the internship for some required course. If the internship does not have a corresponding course number, then the intern's transcript would not reflect his/her application experience.

If the internship program does have a course number, then the department needs to determine how many, if any, internship hours can be applied toward graduation. In our department, a student can accrue up to six hours of internship credit as part of his/her major requirements. In any event, this is an issue that needs to be dealt with early, so any decision requiring departmental or university support can have time to go through proper channels.

PROBLEMS

Special Cases

I knew when I started the internship program that I would make some mistakes that would result in allowing some students to get internship credit who should probably not receive it. In one instance, a student outside our area who had not signed a major or minor came to my office and told me she would be spending a semester at an amusement part. After we talked, I decided I could give her some credit, since this was a special case. What I didn't know was that 17 students from our campus went to the same amusement park and four found their way to my office. Since I let one in, at the time, I thought it was only fair to give all of them credit. In retrospect, I realized that, had my rules been more explicit, only one of them would have been qualified. It's easy to make mistakes when pressed for time.

Borderline Cases

Some of the decisions are difficult. The coordinator must decide whether a student's part-time or full-time job could result in intern credit. In general, I am not as willing to give internship credit for students' jobs. There are exceptions, however. If the job involves a significant amount of oral or written communication, the student may receive credit. However, in many instances, the student would be given articles to read that relate to various communication skills necessary for the specific job. Additionally, the student may be asked to write abstracts of the articles or detail the significance of the material to his/her particular job.

Advertising

Another problem relates to the ability to create a growing list of placement possibilties. If the university or college is located in a metropolitan area, the pool of internship possibilities should be as large as the coordinator has time to develop them. For those who find themselves in smaller communities, it will soon become apparent that there is a necessity to locate internships in areas outside of the community . The problem here is twofold. First, the department must commit a certain amount of funds to the intern program so the coordinator can travel to the various locations. Second, there is a time commitment that may pose substantial problems for the coordinator. Although there are no current numbers as to how many faculty operate as intern coordinator, I doubt if many are employed in that position full-time. In other words, the intern coordinator, if determined to travel to outlying areas to uncover potential placements, must juggle his/her schedule to accommodate for such visits.

Interns can be recruit easily through advertising. The amount of advertising the coordinator does depends on the amount of money and time that can be invested. The coordinator can send memos to faculty members, asking them to recruit students or describe particular intern possibilities. Also, it is helpful to have some centrally located spot to post a listing of potential internships. As a result, some students can apply for an internship with a specific placement in mind.

If the university or college has an alumni newsletter, it would be helpful to write an article describing the internship. The student newspaper or local newspaper could provide additional

outlets. All of these recruitment methods are inexpensive but potentially time-consuming.

Mailings are fairly important to the intern coordinator. As mentioned earilier, the coordinator can identify corporations and social agencies in the area. Other faculty members can be great resource people. A letter or brochure describing the internship program may bring in positive responses. If the department is willing to provide financial support, it might be fruitful to develop a brochure that could be given to all majors and minors as well as be sent to local businesses.

CONCLUSION

Hopefully, the past several pages will be helpful to the new intern coordinator. Certainly, there are issues that have not been covered. Also, the discussion has not presented indepth the pros and cons of various policy decisions related to the program. It should be apparent that there are many details that must be attended to when establishing an intern program.

The literature relating to internships is scant. Often, faculty members who are placed in the position of establishing an internship program do not have many resources upon which to draw. As more departments see the value of experiential learning, the necessity for resources, scholarly and practical information, will grow.

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DESCRIPTION OF INTERNSHIP POSITION

TO BE COMPLETED BY PROFESSIONAL SUPERVISOR:

1. Briefly describe the duties you expect the intern to perform.

2. List below any specific qualities/course work/experience you expect the intern to possess/have completed.

3. On the average, how many hours per week would the intern spend on the job?_____

4. What will the starting and ending dates of the internship be?_____ to _____

5. What kind(s) of supervision will the intern receive?

6. Will the intern be compensated financially?

7. Can you provide written evaluation of the intern at the end of the internship?

8. Will you do monthly grade evaluations when asked for?

9. Additional information or comments (if any):

_____
Professional Supervisor's Signature

Name_____
Title_____
Organization_____
Business Address_____
_____Zip_____
Business Phone_____

Please return to: Gail Mason, Internship Coordinator, Moore 360, Central Michigan University, Mt. Pleasant, Michigan 48859

Personal Interview with Intern

Intern_____ Interview Date_____

Supervisor_____

Purpose of Interview:

Overall Impressions of Intern (Issues you might want to address include the following: responsiveness, understanding of task demands, ability to communicate own needs/deficiencies, ability to ask questions, interpersonal awareness, expressed interest/concern):

Personal Interview with Intern

Intern_____ Interview Date_____

Supervisor_____

Purpose of Interview:

Overall Impressions of Intern (Issues you might want to address include the following: responsiveness, understanding of task demands, ability to communicate own needs/deficiencies, ability to ask questions, interpersonal awareness, expressed interest/concern):

INTERN SUPERVISOR--THINGS TO REMEMBER

The intern supervisor has an important role and should try to follow these guidelines:

1. ORIENT THE STUDENT--From the start, acquaint the intern with the structure of and the individuals in the total organization. Let the student know his or her role and what is expected.

2. INCLUDE THE STUDENT--Make the intern feel like a real part of the staff and not just an outsider watching from afar. Include the intern in meetings and other parts of the decision-making process as much as possible.

3. MAKE DEFINITE ASSIGNMENTS--Don't let the intern rattle around with nothing to do. Be sure to assign some long-range projects to keep the student busy when there is a lull in the daily chores.

4. BE ACCESSIBLE--Speak with the intern whenever you can about current projects and general problems. A little time spent with the intern is well worth it when you consider what you receive in return.

5. GUIDE SELECTIVELY--Help the intern along but don't direct every move. Let the student use his or her own judgment, but be ready to offer assistance if needed.

6. DON'T UNDERESTIMATE ABILITY--Student interns usually are hand-picked and highly motivated persons with definite career interests and objectives. Understand this and attempt to get the most out of them for you, your organization, and the interns themselves.

7. MAKE INTERNSHIPS WORTHWHILE--The intern should feel he or she is doing something meaningful. The best way to achieve this is to give the student something really meaningful to do.

Quite obviously, it is important also that the right intern be matched with the right job. This responsibility falls on all parties (student, supervisor, and university), and its importance cannot be underestimated. A proper intern assignment in the beginning plus the maintenance of a proper attitude throughout will ensure a successful experience for all.

Required Internship Notebook

Instructions: As an intern, you will be required to keep a notebook that will be reviewed periodically throughout the internship. Twice a month the following material must be submitted to the internship coordinator:

I. Journal or log of experiences
This involves keeping track of the projects you become involved in, correspondence, interviews, meetings, etc. It should be kept daily. Your perceptions of your tasks can be included.

See attached.

II. Self-evaluation
In addition to describing your tasks, you will be asked to evaluate your own progress periodically. The purpose of this is to encourage the student to think of the internship as a learning experience. Through these evaluations, you can uncover strengths and weaknesses as well as areas of improvement. Ultimately, the internship coordinator can check your perceptions with those of your supervisor.

III. Work samples
Include any samples where possible (correspondence, interview questions, agendas, handouts, pamphlets). Samples submitted should be copies since the Department will need to keep one copy of all work.

IV. During the last week of the internship, the intern should submit a typed paper in addition to the last journal. (see Final Report)

V. Interns enrolled for academic credit receive <u>letter grades</u> determined by the department chairperson. Grading is based on the following criteria.
1. Assignments (logs, work samples, evaluations, final paper), submitted to the department chairperson monthly during the internship. Approximately 50% of grade.
2. Evaluation of the intern's performance by the internship supervisor. Approximately 50% of the grade.

SAMPLE JOURNAL ENTRIES

Jan. 20--First day on job, was introduced to the members of the Chamber who are fulltimers, given a desk, supplies, short list of do's and don'ts. Had meeting with the President, who outlined my duties. I was told that the Chamber is going to be going through accreditation process and will have lots of meetings I can attend. Also told that pamphlet about the town needs updating, that the Chamber has a 10-minute spot on Saturdays, and is looking for a new format for its "Chamber Newsletter". Looked at all the information I received. (4 hours)

Jan. 22--Decided to write to other Chambers to look at their newsletter (copy of letter attached). Was given information that describes the Chamber and what it does (see attached). Was told about new businesses in town and will be asked to interview them. Wrote general interview questions and called four business men and women (see attached questions). (4 hours)

Jan. 30--Went out to lunch with Pres.--got a progress report. Showed me report she's sending to intern. coor. Things going smoothly. First interview on radio Sat. Worked on that, also responded to a few letters from people asking about town, started calling agencies about new statistics for town (copy of old pamphlet attached, also copy of old Chamber Newsletter). Helped with mailing. (6 hours)

Final Report

In addition to your final log and self-evaluation, a short paper must be submitted. The paper must be typed, it should address the topics listed below, and it should be approximately four pages in length. Try to organize the paper according to the suggested outline given below.

1. Based on your experience, what is an "internship"? How does it fit into a college education?

2. How is the sponsoring organization (newspaper, agency, association, etc.) structured? Where did you, as an intern, fit into the organizational structure?

3. Describe and analyze the supervision you received as an intern. Evaluate its utility.

4. What skills do you think you learned or improved upon during the internship?

5. What earlier classroom experiences (and/or specific classes) were most useful in preparing you for your internship?

6. How could classroom experiences have better prepared you for your internship?

7. If you were to repeat the same internship from the start, what would you do differently?

8. What would you recommend that the organization and/or the professional supervisor do differently, if anything?

9. What would you recommend that the University do differently, if anything, to help improve this internship?

10. Do you have any additional commments?

PLEASE NOTE: The paper is due during the last week of internship.

Professional Evaluation of Student Intern

Speech Communication and Dramatic Arts
Central Michigan University

Please return by _____ to: Dr. Gail Mason, Internship Coordinator, Speech Communication and Dramatic Arts Department, Moore 360, Central Michigan University, Mt. Pleasant, Michigan, 48859, (517) 774-3992.

Please evaluate _____ according to your observation and supervision of his or her work as an intern. Check only those items you think are applicable. Your evaluation will be used to help determine credit for the internship, and to counsel the student. THIS EVALUATION FORM WILL BE KEPT CONFIDENTIAL. Thank you for your cooperation.

	EXCELLENT (A A-)	GOOD (B+ B)	AVERAGE (B- C+)	BELOW AVE. (C C-)	POOR (D+ D)
ABILITY TO MEET DEADLINES	_____	_____	_____	_____	_____
INITIATIVE	_____	_____	_____	_____	_____
WILLINGNESS TO ASSUME RESPONSIBILITY	_____	_____	_____	_____	_____
DEPENDABILITY	_____	_____	_____	_____	_____
ABILITY TO WORK WITH COLLEAGUES AND SUPERVISORS	_____	_____	_____	_____	_____
ABILITY TO COMMUNICATE WITH OTHERS	_____	_____	_____	_____	_____
ABILITY TO ANALYZE AND SYNTHESIZE	_____	_____	_____	_____	_____
ABILITY TO FOLLOW INSTRUCTIONS	_____	_____	_____	_____	_____
PROFESSIONAL ATTITUDE	_____	_____	_____	_____	_____
DEGREE OF IMPROVEMENT	_____	_____	_____	_____	_____
OVERALL QUALITY OF WORK	_____	_____	_____	_____	_____

Are there any qualities specific to this internship that need to be included? If so, plea write below and assign a grade.

Quality Grade

In your opinion, did the student have the basic knowledge and skills required for this internship? Please comment. _____

_____

_____

What are the intern's apparent strong points?_____

_____

Weak points?_____

_____

Other Comments:_____

_____

_____

I would appreciate it if the internship coordinator would: call me_____, visit this agency_____, call the intern_____, write a note to the intern_____, provide the intern additional information_____, do nothing more, things are fine_____.

Signature:_____

If you were assigning a grade, would it be: A A- B+ B B- C+ C C- D+ D D-

** Please attach reports of any personal interviews with intern **

INTERN SELF-EVALUATION

Name_____ Date_____

Agency_____

Supervisor_____

	Completely	Usually	To Some Extent	Never
1. Do you successfully complete assignments?	____	____	____	____
2. Do you exhibit interest and concern for assignments?	____	____	____	____
3. Do you satisfactorily communicate about assigned work?	____	____	____	____
4. Do you exhibit concern for your problems and interests?	____	____	____	____
5. Do you fully appreciate the complexity of your operation?	____	____	____	____
6. Do you represent yourself well in contact with others?	____	____	____	____
7. Do you take the initiative when the occasion demands it?	____	____	____	____
8. Do you effectively utilize your own time?	____	____	____	____
9. Are you well organized?	____	____	____	____
10. Is your behavior appropriate for your office?	____	____	____	____

Student Intern:
Grade yourself on the following: All items should be directed toward your performance as an intern.

	EXCELLENT (A A-)	GOOD (B+ B)	AVERAGE (B- C+)	BELOW AVE. (C C-)	POOR (D+ D)
ABILITY TO MEET DEADLINES	_____	_____	_____	_____	_____
INITIATIVE	_____	_____	_____	_____	_____

WILLINGNESS TO ASSUME RESPONSIBILITY	_____	_____	_____	_____	_____
DEPENDABILITY	_____	_____	_____	_____	_____
ABILITY TO WORK WITH COLLEAGUES AND SUPERVISORS	_____	_____	_____	_____	_____
ABILITY TO ANALYZE AND SYNTHESIZE	_____	_____	_____	_____	_____
ABILITY TO FOLLOW INSTRUCTIONS	_____	_____	_____	_____	_____
PROFESSIONAL ATTITUDE	_____	_____	_____	_____	_____
DEGREE OF IMPROVEMENT	_____	_____	_____	_____	_____
OVERALL QUALITY OF WORK	_____	_____	_____	_____	_____

What has been your best accomplishment so far?_____

_____

_____

What are your strong points so far?_____

_____

Weak points?_____

_____

Other Comments/Suggestions/Frustrations:_____

_____

Signature:_____

Dear Intern Supervisor:

Enclosed is the first of three student intern evaluation sheets for this summer. The question of what constitutes a certain grade is often asked. Although criteria will differ from supervisor-to-supervisor, allow me to offer some general guidelines.

An A or A-would indicate the student could become a full-time employee handling the daily professional requirements demanded by your operation. The A student is performing well in all the areas while the A- is demonstrating a weakness in one or two areas.

A B+ indicates, although not quite ready to assume a full-time position, the student is doing outstanding work in almost all categories. The B or B- student needs more polishing. Although they may be doing A work in one or two areas, they are not excelling in all and require more supervision and training in several areas.

C+ suggests a student is slightly above average, but is not the type of person you'd hire. They may be strong in an area or two, but are generally what you would label as average. C is average while C-is below average. Any D grade suggests the person is not acceptable.

Academia does get caught up in numbers and grades. These are very important to the student. An A or A- for six hours of credit can do wonders to the student's grade point average.

Additionally, I would encourage you to be specific regarding your comments about the intern's strengths and weaknesses. This will help me greatly in my evaluation efforts.

We appreciate your assistance and the experiences you are providing to Interpersonal and Public Communication students in the Department of Speech Communicatin and Dramatic Arts at Central Michigan University.

Any comments or suggestions regarding the intern experience are welcome. Thanks for your cooperation.

Sincerely,

Dr. Gail Mason, Internship Coordinator
Department of Speech Communication and
Dramatic Arts
Moore 360
Central Michigan University
Mt. Pleasant, MI 48859